EQUIPPING STUDENTS FOR THE FUTURE

Building a Practical AI Framework for Universities

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ABOUT ME

- Senior Instructional designer
- Program Manager, AI Learning Lab
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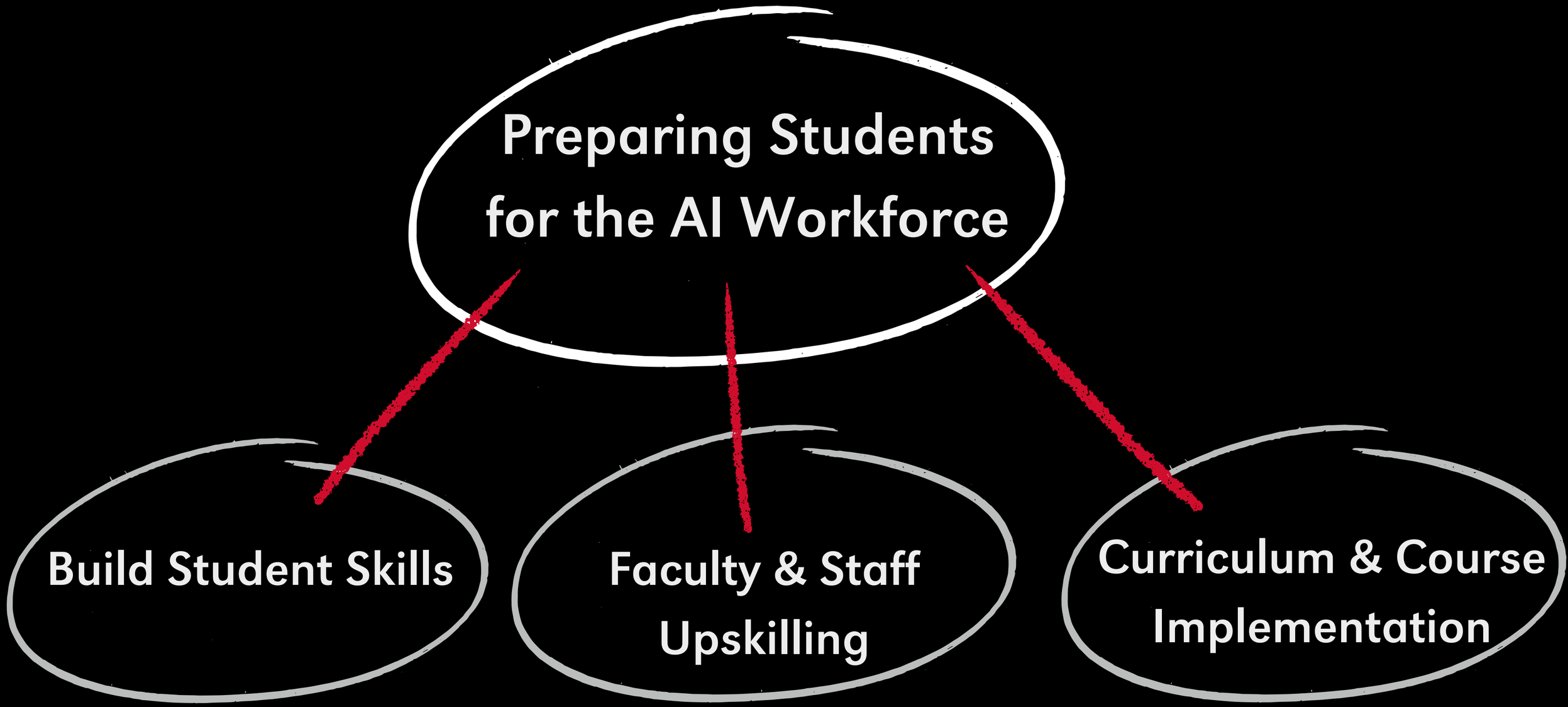
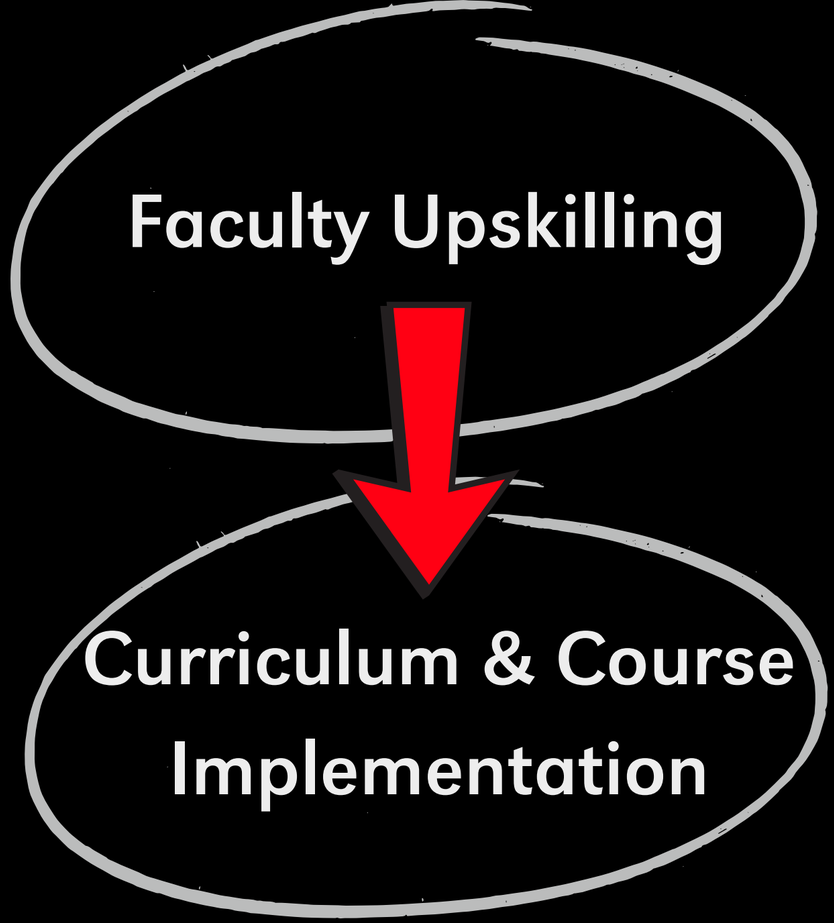
ABOUT UNO

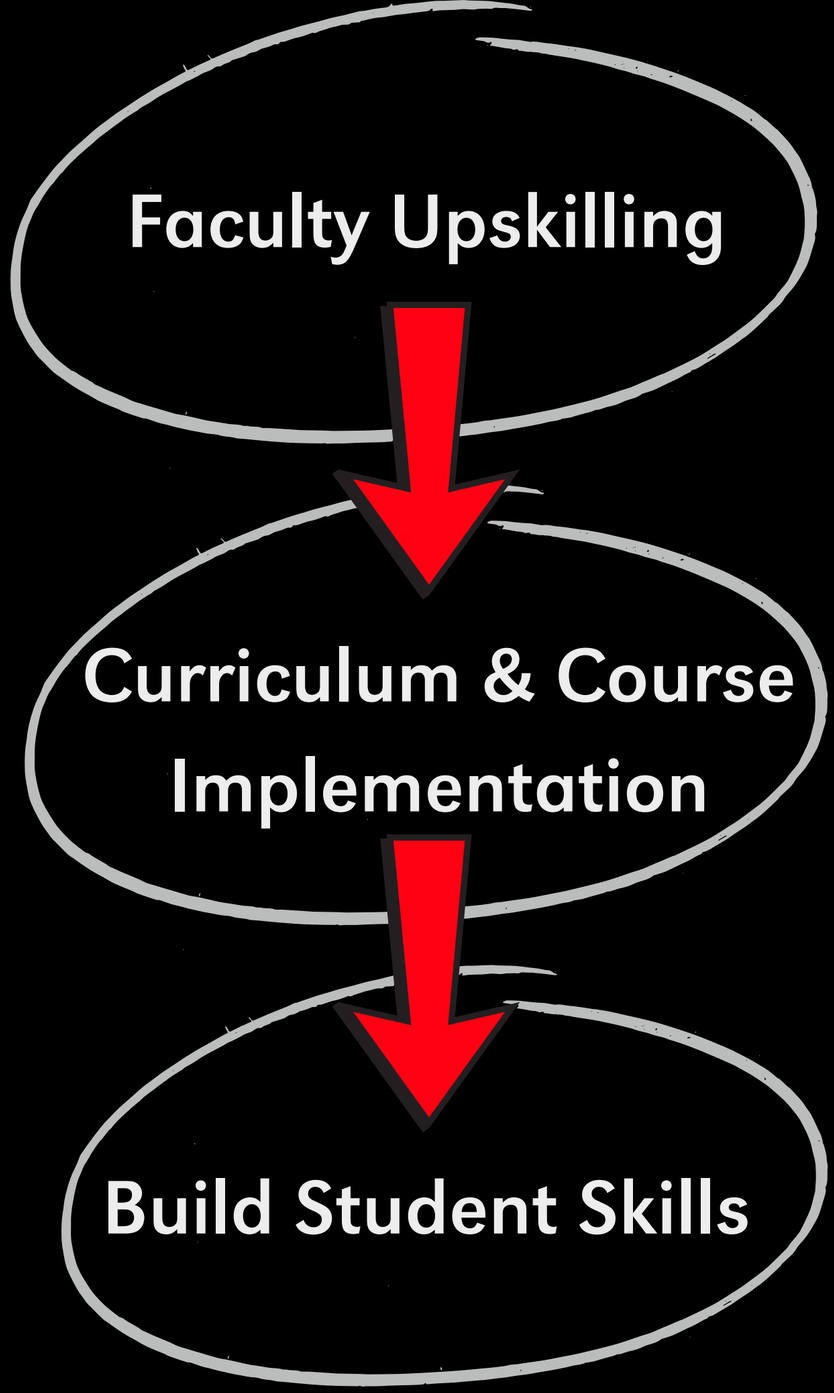
- Metropolitan University
- Just over 15,000 students
- A Pillar: Workforce Development

Preparing Students for the AI Workforce


Preparing Students for the AI Workforce
Build Student Skills
Faculty & Staff Upskilling
Curriculum & Course Implementation

Faculty Upskilling


Faculty Upskilling
Curriculum & Course Implementation


Faculty Upskilling
Curriculum & Course Implementation
Build Student Skills

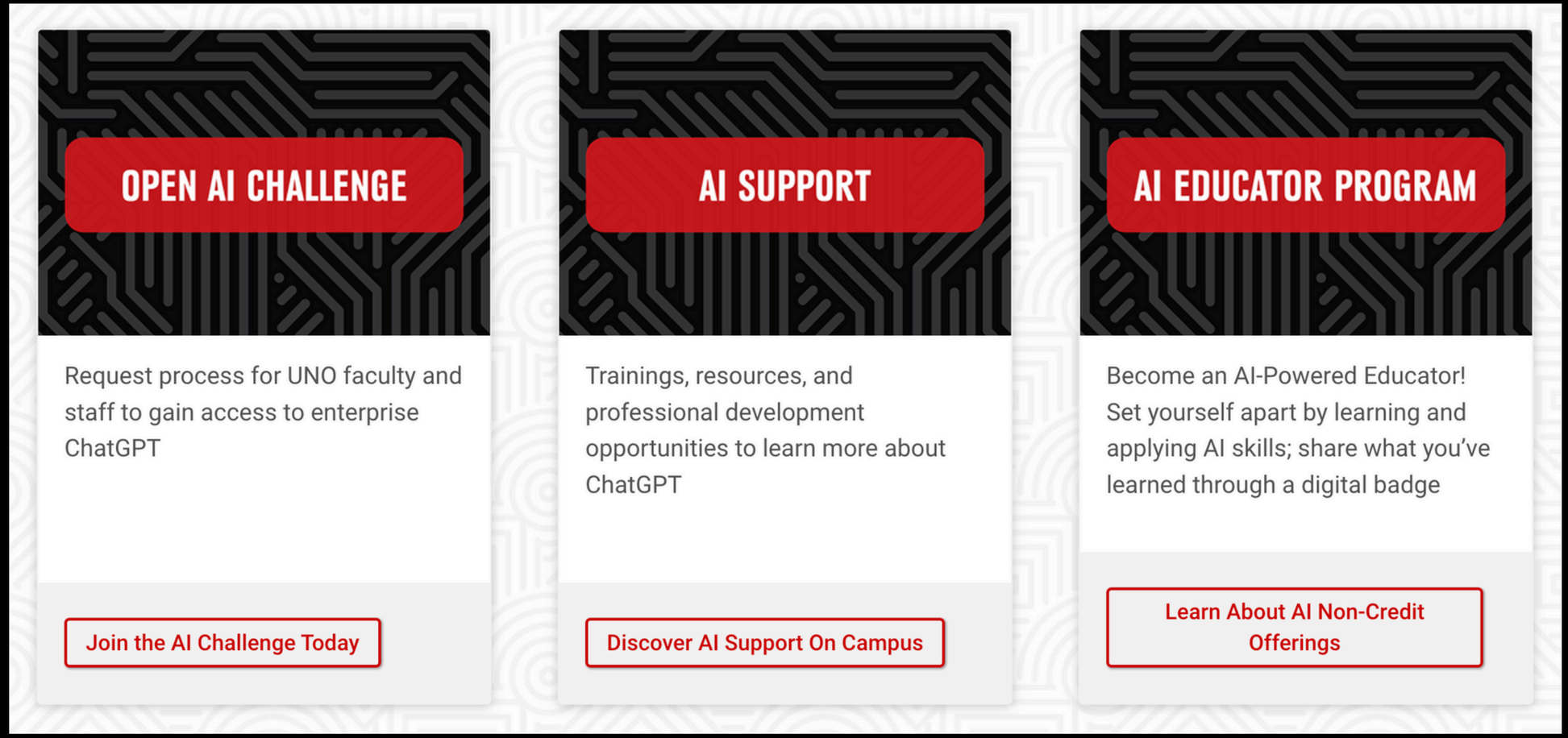
STEP 1: BUY IN

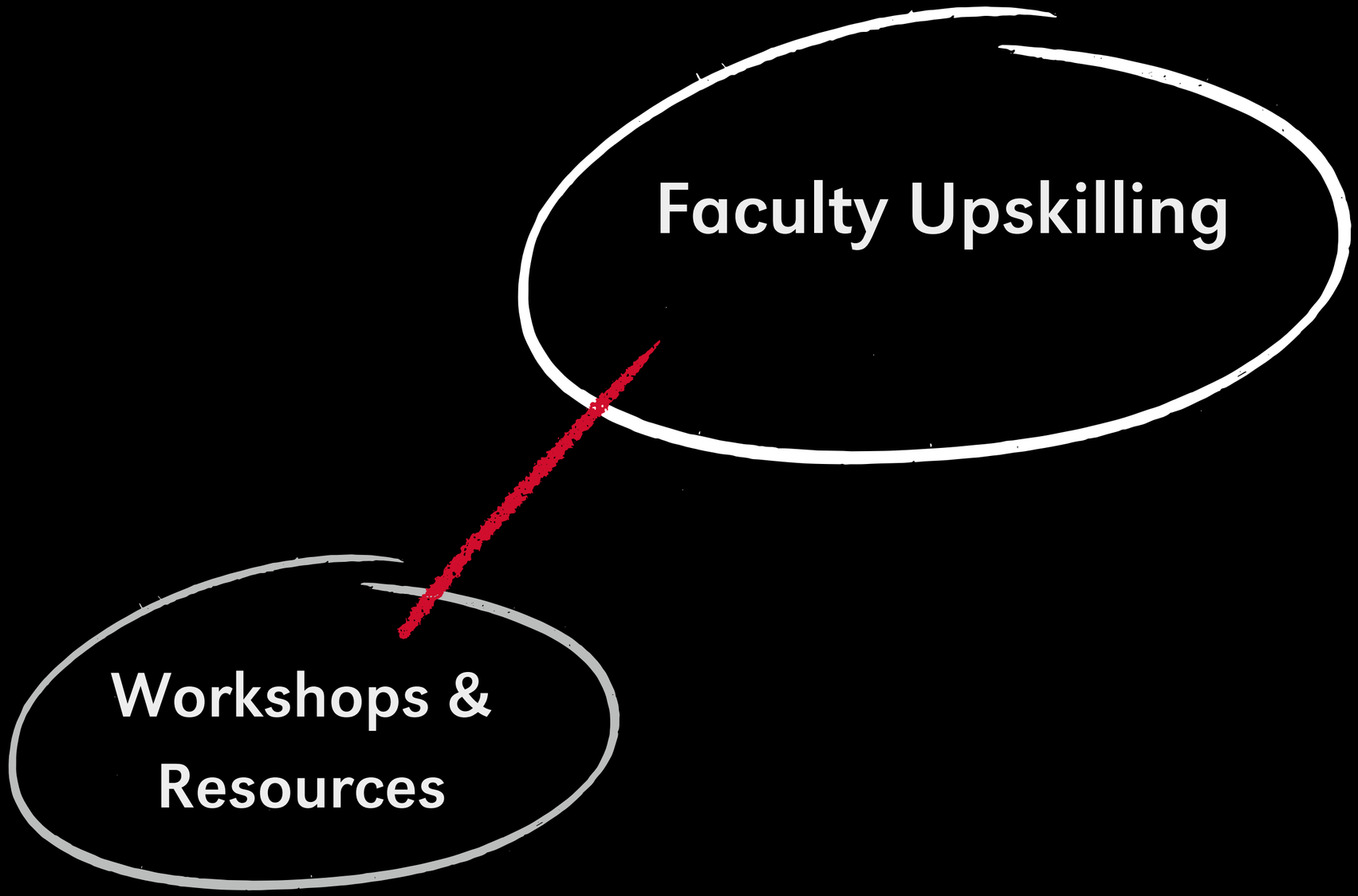
- Survey gauging interest of AI
- Conversations with faculty members
- Student and Community Panel

PROBLEMS

1. Everyone needs something different
2. Not enough time

AI Learning Lab




Faculty Upskilling
Workshops &
Resources

RESOURCE GUIDE

AI | Information & Help Guides

Generative AI is a revolutionary tool that can be used to enhance a student's educational journey. On this page you'll find links to living pages on ChatGPT and Generative AI. Since this is a new tool, we are continuously learning more about it; more links will be added with resources and help guides as time goes on.

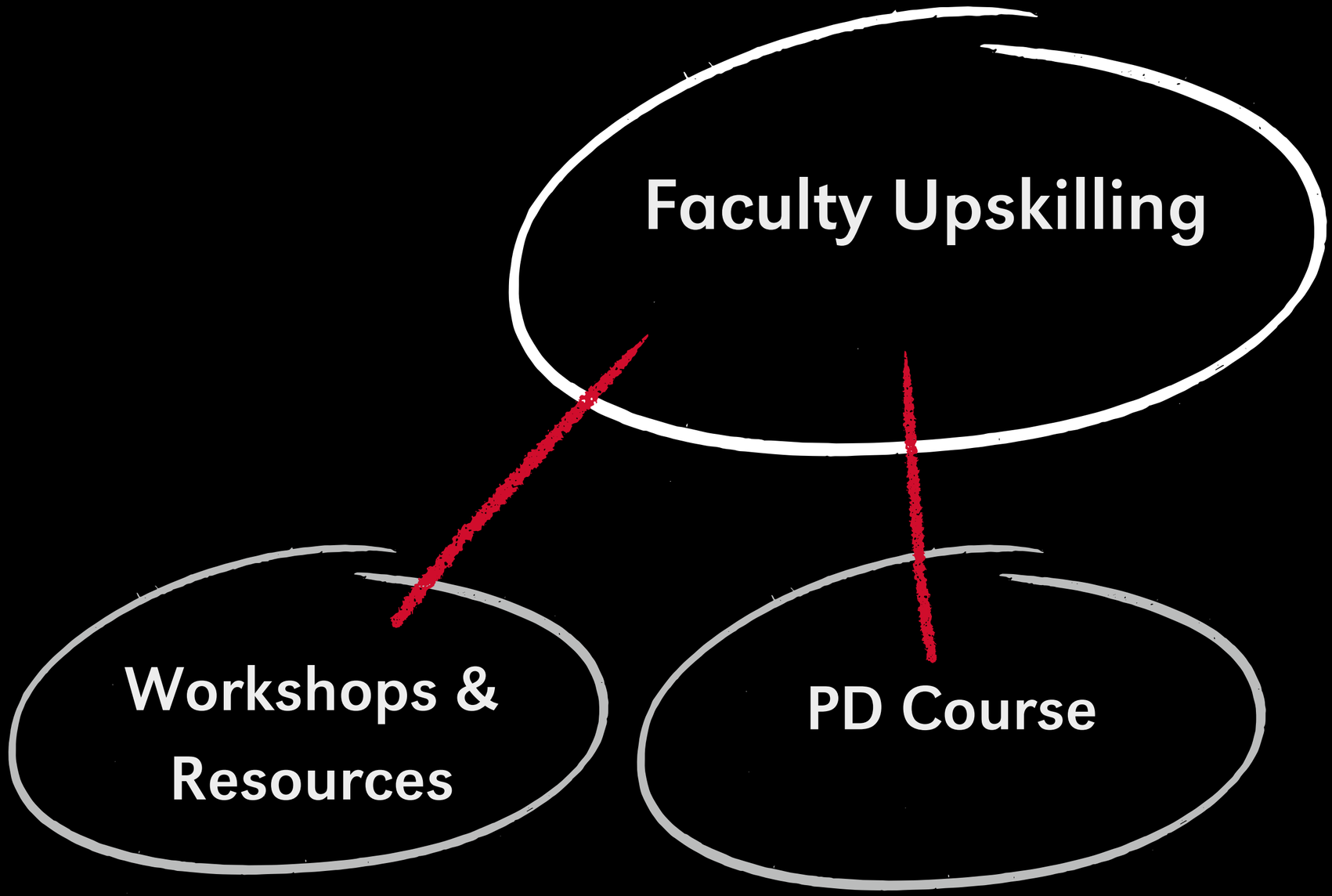
- ChatGPT | Introduction, Academic Uses, & Limitations
- AI | Developing a Syllabus Statement that Works for You
- AI | Evaluating Assessments in the World of AI
- AI | Detection Tools
- AI | Citing AI Tools
- ChatGPT/AI Prompt Book
- AI | Presentations & Workshops

AI PROMPT BOOK

https://unomaha.instructure.com/courses/74566

AI-POWERED TEACHING WORKSHOP SERIES

1. Introductory topics
2. What are Faculty already doing
3. More specific topics faculty are asking for.

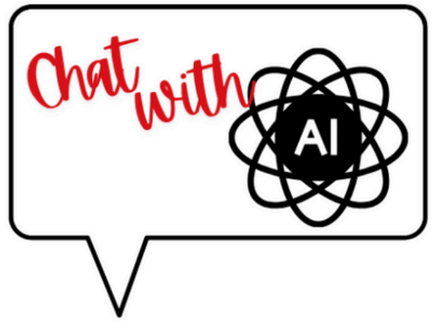

Faculty Upskilling
Workshops & Resources
PD Course

COURSE MODULES

1. Learning AI
2. Reframing Your Approach
3. Preparing Students to be responsible users
4. Evaluating and Creating Objectives
5. AI inclusive and resistant strategies
6. Developing a Plan for Implementation

EXPLORE & PRACTICE

Chat With AI: Providing Support



For this Chat with AI Interaction, we are going to explore different ways we can support students, faculty, and staff from our current positions. Please note, it is possible that some roles at the University are not best situated to teach students how to use AI. No matter if your role is best situated or not, make sure you're modeling ethical and responsible use in your own usage of AI, being transparent about it in the work you put out.

You have two options for this interaction. Choose the option that you feel best aligns with your role at the university. Feel free to complete both options if you want to learn more about supporting faculty, staff, and students!

Option 1: How can you support students

For option 1 in this Chat With AI Interaction, we're going to explore how you can best support students in them learning how to use AI ethically and responsibly from your current role. Use the prompt below to learn some ways you can have students use AI. Please feel free to use your own prompt or tweak this one to better suit your needs.

> **Prompt:** Pretend you are a [ENTER YOUR ROLE HERE]. A student I'm working with is wanting to use generative AI. How can you, a [REPEAT YOUR ROLE HERE], help teach this student to use AI responsibly, ethically, and effectively. Give me 5 different ways I could help this student. Only give me answers that are related to the role of a [REPEAT YOUR ROLE HERE].

APPLICABLE ASSIGNMENTS

1. **For faculty:** Create a plan to talk to your students about AI at the beginning or in the middle of the semester.
2. **For faculty:** Create a plan to teach your students about AI using the gradual release of responsibility approach.
3. **For faculty/staff:** Create a plan on how you'll approach unethical use of AI with students and/or an employee.
4. **For staff:** Create a training process for new or existing employees on using AI using the gradual release of responsibility approach.
5. **For staff:** Create a plan to talk with students about AI proactively to prepare them for AI in the classroom and how to be responsible and ethical consumers.

Follow the task directions below to successfully complete this assignment.

STEP-BY-STEP PLANS

Gradual Release of Responsibility with AI

So how can this be done with AI. Below are steps and ideas on how you could use the gradual release of responsibility in teaching AI skills to students and employees.

For Students | For Employees

Work through each step below to devise a plan on training students in AI

Stage 1: Teacher Demonstration. Establish the purpose of using AI in the course and what skills you want students to develop. Clearly communicate what the learning outcomes and standards are in your course, in addition to your AI policy and the appropriate uses of AI on an assignment and/or in your course. Demonstrate how to use an AI tool: model the process, show students how to be a good prompt engineer, identify bias, how to approach poor output, and anything else they need to know.

Stage 2: Guided Instruction. Work through using the AI tool together; provide scaffolded instructions for using AI and prompts to all students to guide their learning. Create tasks that require them to think critically about the output and develop their prompt engineer skills. If they are stuck on what to do, the critical thinking component or improving their prompt engineer skills, provide clues and hints to help them problem-solve (don't solve it for them right away). Discuss the instructions and process and answer any questions they may have.

Stage 3: Collaborative Learning. Have students work in pairs or small groups and provide them with an AI task or learning activity that utilizes the AI skills. Provide them with the task and have them work together to create AI prompts to use and/or complete the activity. This allows them to collaborate and learn skills from each other. Review their work on the completion of the task/activity and provide feedback on what they did well and/or what they can improve on (prompting, finding bias, etc.) and allow them to ask questions and discuss them together.

Stage 4: Independent Assignment. Provide students with AI tasks/a graded assessment that aligns with your course objectives/goals for the course. Have students incorporate AI on their own to demonstrate their knowledge of AI skills and other skills they need to develop for the course. Grade the assessment according to the objectives and give feedback on what they did well and where they can improve. Consider allowing continuous improvement to continue the learning.

STEP-BY-STEP PLANS

Gradual Release of Responsibility with AI

So how can this be done with AI. Below are steps and ideas on how you could use the gradual release of responsibility in teaching AI skills to students and employees.

For Students | For Employees

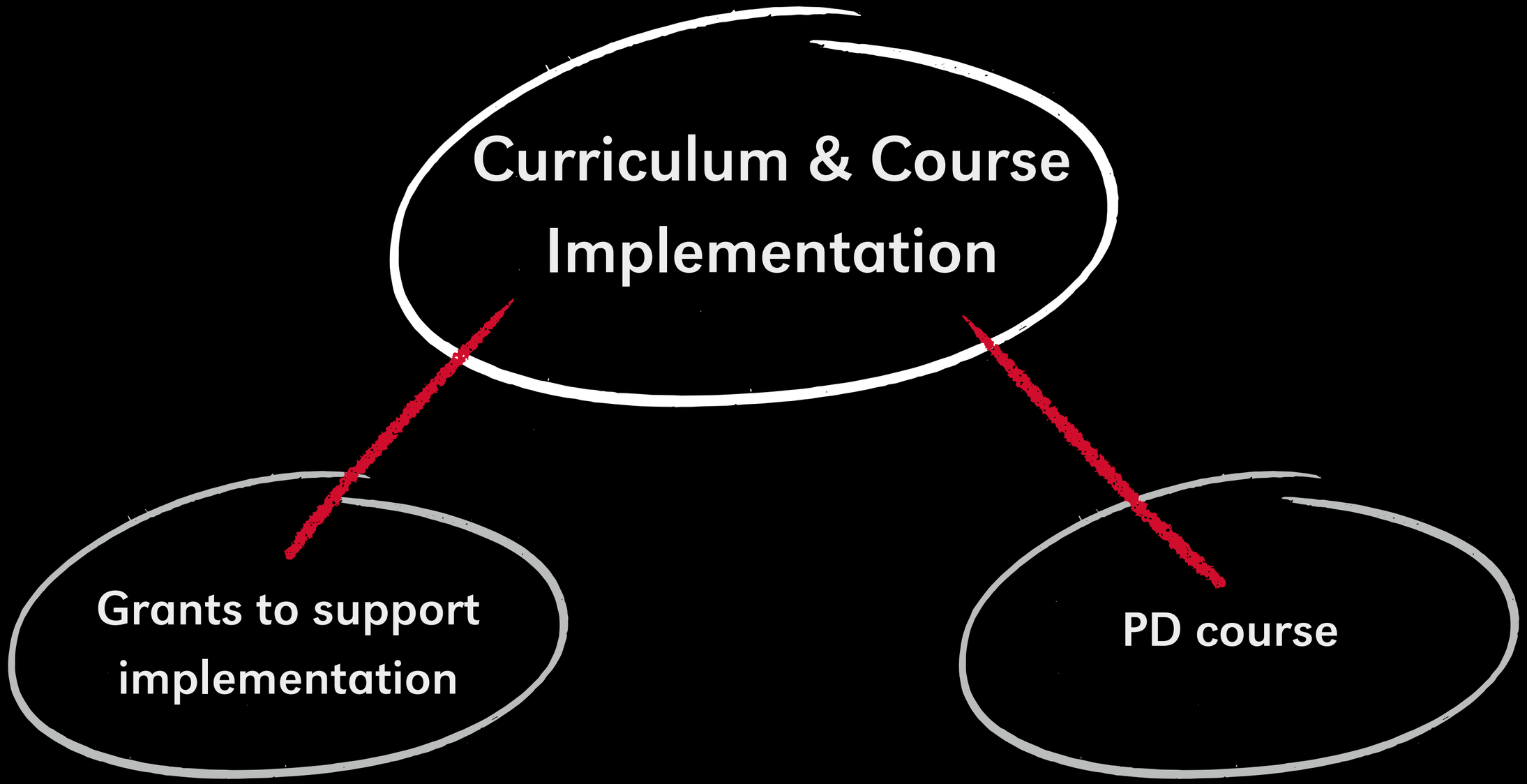
Work through each step below to devise a plan on training employees on AI

Stage 1: Employer/Manager Responsibility. Establish the purpose of using AI. Communicate the department goals and standards of using AI, share the unofficial (or official) department policy on expectations and appropriate uses of AI in work. Point out the ethical and responsible considerations to be on the lookout for. Model the process of using AI and show the employee how to use a specific prompt, how to approach poor output, and anything else they need to know about using AI in work.

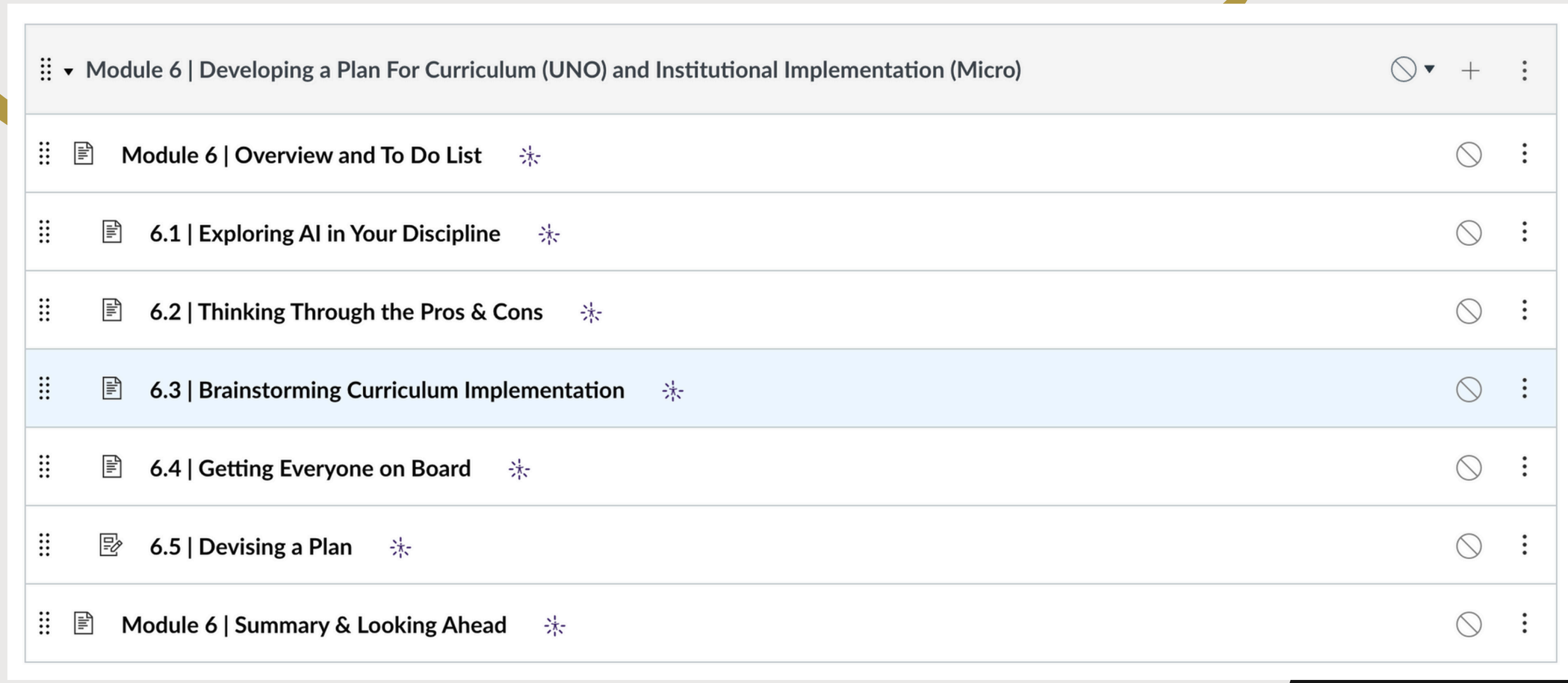
Stage 2: Guided Instruction. Work through using the AI tool together; provide scaffolded instruction, prompt engineering tips and direct prompts for the employees to use. Guide their learning and talk through how to think critically about the output. Consider providing both good and bad output to show specific examples of how to approach each. If they are stuck in finding errors or improving their input, provide clues and hints to help them problem-solve (don't solve it for them right away).

Stage 3: Collaborative Project. Have employees work in pairs or small groups on an AI task. Provide them with the task and have them work together to create AI prompts to use and/or complete the task. This allows them to collaborate and learn skills from each other. Review the work on the completion of the task and provide feedback on what they did well and/or what they can improve on (prompting, finding bias, etc.) and allow them to ask questions and discuss them.

Stage 4: Independent Project. Provide the employee with an AI task or project that relates to their work. Have the employee incorporate AI in the way they see fit and present to you or the department on how they used it and what the outcome was. This demonstrates the skills they've developed to incorporate AI into their work.


Curriculum & Course Implementation
Grants to support implementation
PD course

CURRICULUM IMPLEMENTATION



AI-POWERED TEACHING GRANTS

Tier 1: Assignment AI Implementation - $250	Looking for ways to incorporate AI into an assignment, apply for the tier 1 AI-Powered Teaching Grant. Work closely with an Instructional Designer for 3 to 4 hours to incorporate AI in a way that works for you.
Tier 2: Module AI Implementation - $1,000	Looking to help guide students on how they can use AI in a future career, or looking for a middle ground of AI implementation in your course? Apply for a tier 2 AI-Powered Teaching Grant. Work closely with an Instructional Designer for a 1 to 2 month grant to incorporate AI.
Tier 3: Capstone Course/Full Implementation - $2,000	Looking to fully implement multiple AI strategies and learning opportunities for students across your entire course? Apply for a Tier 3 AI Powered Teaching Grant! Work closely with an Instructional Designer through our 3-4 month course re-development process.

AI-POWERED EDUCATOR PROGRAM

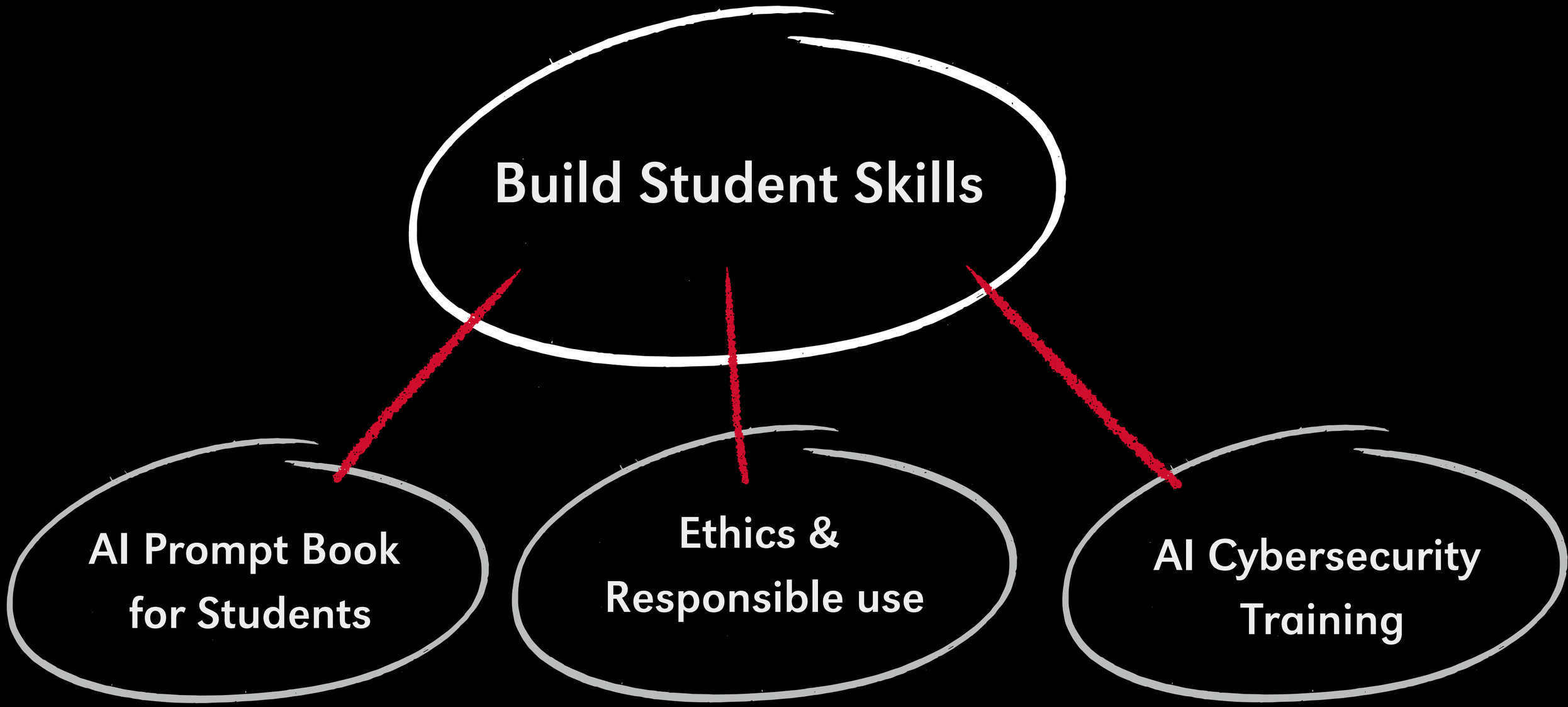
Program Structure

The AI-Powered Educator Program is made up of one core course taken by all participants. In addition to completing the AI Advantage, participants will choose four electives to complete.

These offerings contain some opportunities to learn, and some opportunities to apply. After completing all 5 offerings successfully, participants will earn the AI-Powered Educator badge. Participants may complete components in any order. Learn more about the core course and electives below.

- CORE: The AI Advantage: Transforming Teaching and Preparing Students to Thrive
- ELECTIVE: Complete an AI Teaching Grant
- ELECTIVE: Complete and receive an RFP in the Open AI Challenge
- ELECTIVE: Complete an AI blog post
- ELECTIVE: Present at the Spring AI Summit
- ELECTIVE: Attend 3 Workshops
- ELECTIVE: Develop & Facilitate an AI Microcredential

Core + Four Electives = AI-Powered Educator Badge


Build Student Skills
AI Prompt Book for Students
Ethics & Responsible use
AI Cybersecurity Training

ETHICAL & RESPONSIBLE USE

What is Generative AI?

You've probably already heard of the uprise in Generative AI tools like Open AI's ChatGPT and Google's Gemini, but what exactly is it, and how can you use it? This page is designed to help you learn about it and expectations at the University.

Generative Artificial Intelligence (AI) is an AI chatbot powered by Large Language Models (LLMs); these tools have analyzed massive amounts of data, and are continually trained to recognize patterns and underlying rules and structures in society to generate responses based on the questions asked.

Was that confusing? If yes, think of it in simpler terms: when given the question, **How can I explain generative AI to someone?** Google's Gemini gave the following response:

> *Imagine a machine that can learn from tons of existing music, paintings, or stories. It then uses this knowledge to create entirely new things, like composing its own song, painting a unique picture, or writing a fresh story. That's basically generative AI!*
>
> *Think of it as a super creative assistant that can take your ideas and spin them into something completely new, like turning a simple sketch into a detailed landscape or a sentence prompt into a full-fledged poem.*

It may seem odd or uncomfortable thinking about using Generative AI tools like this, but these tools can be a great resource to supplement student learning and assist students (and faculty) in their daily tasks. When your brain isn't working, or you need a jumpstart, Generative AI is a great resource to help get you over that hump. Later on in this page, you'll learn about how you can potentially use generative AI as a student!

AI Course Policy

[Faculty should include their AI policy here].

Instructor note: Your policy should clearly state what your level of acceptance is, when and if it is okay to use it, consequences for using it in nefarious ways, and anything else you want to add. Check out the AI syllabus statement page for ideas if needed.

Using Generative AI Responsibly

Using Generative AI comes with a lot of responsibility. While Generative AI can help with creativity, problem-solving, efficiency, and building critical thinking skills, it also comes with a lot of drawbacks. Ethical considerations, fact-checking, and proper attribution and transparency are all vital when it comes to being ethical consumers and users of generative AI. Below are some basic guidelines for Generative AI use.

Students should adhere to the class policy in relation to AI usage.

Instructors at UNO have the ability to choose how and if they want students to use AI in their course; some of your instructors will not allow AI use in their course, some will embrace AI use in their course, and the majority will fall in the middle of those two. You should not violate the instructor policy listed above. If you don't see an AI policy, ask your instructor about their acceptance of it and if you're allowed to use it in any way.

AI should be a tool in your toolbox, not the end all be all for school work.

Although AI can be good at completing tasks, it is important that you are *not* using AI to complete your work for you. Instead, if allowed, use AI as a resource to study, brainstorm, write rough drafts, or find information (similar to how you may use Google). Entering assignment questions into an AI tool and copying and pasting the response as your answer is a violation of UNO's Academic Integrity policy.

Ensure you are using AI ethically.

Generative AI is trained by data and our interactions with the system. With this information, and it being new technology that isn't fully understood, there can be a lot of unintended consequences if not used correctly. When using generative AI, it is critical that you are not feeding private or confidential information into the AI tool or using AI in a way that violates intellectual property rights or course policies. Lawsuits, identity theft, and privacy violations where your information is shared with other users or the public could all be potential consequences.

Do not accept AI output as fact.

Generative AI models are known to have hallucinations or provide false information, can be misleading, and provide biased answers. When using AI, it is important that you do not accept its answers at face value but instead, think critically about the output you are receiving. A couple of things to do when using AI:

- **Keep an eye out for biases and inaccuracies**: Assume there are biases and inaccuracies in the responses. Consider what changes need to be changed to remove biases and inaccuracies, or how you engineer your prompt differently.
- **Fact Check**: See if you can find the same information in a Google search or elsewhere.
- **Evaluate citations and results:** double-check they are real articles, books, and authors. Compare content to knowledge you already have and what you've learned in class: what makes sense and what sounds skeptical?

Students should cite when using AI Work.

Similar to other works, all work that was completed with the help of AI should be cited. Not giving proper attribution to AI can have serious repercussions in regard to academic integrity. Students are solely responsible for their submissions, whether they use AI or not. Submitting incorrect, plagiarized, or biased work can violate UNO's Academic Integrity policy.

For more information on citing Generative AI, check out the AI Prompt Book page on citing.

You are responsible for your assignment submissions.

As the student, you are responsible for your submissions. If your submission contains AI content that is plagiarized, false, or consists of biased information, you are responsible for it and will be graded accordingly. If your AI-created submission violates the academic integrity policy, appropriate consequences will transpire.

Garbage in = garbage out

Good prompt engineering is an important component of using AI effectively. The better your prompts, the better the results you will get (the first time around). Good prompts include clear directions and details on what you want them to do and not do. For more information on how to write great prompts, check out the AI Prompt Book for Students page, Learn How to Write Great Prompts!

Learning How to Use AI

While you may use AI in a variety of ways in class, you can also use AI on your own to assist in your learning experience. Many students choose to use AI to help study for a quiz, or to understand content better. While examples of different ways you can use AI in your learning are shared below, please note that your interactions with AI should be in accordance with your professor's AI policy.

AI Use	Description of when and how
Brainstorming	If you're struggling to come up with a topic for a paper or assignment, ask an AI tool to come up with different ideas for you. This can get you over the initial task and get you well on your way to completing the assignment in an efficient time frame.
Quizzing Yourself	AI tools can be used to help prepare you for upcoming exams or quizzes by having it test your knowledge. Feed a list of vocabulary and definitions or questions and correct answers to the AI tool; then ask it to feed you one question or vocab word at a time and ask for the correct answer or definition. You can ask it to not give you the correct answer, but give you tips to help you find the correct answer.
Rephrasing Content	Sometimes, academic writing can be above our ability to understand. Asking AI to rephrase content into a lower reading level if you're not understanding something can be a great way to ensure you're understanding content and not missing important information.

AI FOR HIGHER ED:
ELEVATING UNIVERSITIES WITH AI

THANK YOU!
QUESTIONS?